



## **Survive and Thrive Resource Guide for Administrators 2017-2018**

### **Introduction**

Whether you are a first year principal, assistant principal, curriculum program administrator or a career administrator, you are a leader in the school, district, and community. People will expect you to be a problem-solver, counselor, disciplinarian, instructional leader, encourager, and maybe even a custodian. Your ultimate responsibility is improving student achievement. You will impact lives every day. Many students and parents will look to you for guidance and support. You will soon discover that your work is never finished, and many times you will not be the most popular person in the building or district. However, you have the capacity to change lives!

The objectives of the Survive and Thrive Guide are:

- To provide guidance as to what tasks you need to complete during your first year;
- To encourage and develop relationships with other administrators
- To provide possible areas of growth for your Professional Growth Plan (PGP).

There is always a level of anxiety as you begin a new job and/or a new school year. There will be questions you have on the first day as a new administrator such as what do I do first and who do I ask for help? As a career administrator in a new building for the first time, you may have the same questions. If you are fortunate and have an assigned mentor with experience as a school administrator, your mentor will be your go-to person when you have questions. As you begin to build relationships with others in your building, district, and through regional learning networks, you will also have many others as a resource.

New administrators sometimes struggle because they do not have sufficient time to organize, learn the policies and procedures, and build working relationships with the people in the building and/or district. They may become overwhelmed and do not know what to do next or when, and who to ask for guidance. This Survive and Thrive Guide has been created to assist you during the first few weeks on the job and will continue to guide you for the remainder of the school year. There is a guide provided for building level administrators and one provided for curriculum program administrators. This guide will provide you direction to know what you need to do and when to do it. Once you know what needs to be done, you will feel more confident as you begin your new role.

Those around you will sense that confidence and begin to trust you. This is the first step in building relationships as you begin to work with teachers, students, and the community.

Use the guide as a tool to help you prepare for the beginning of school, prepare for second semester, and to finish the school year.

### Arkansas Administrator Rubrics

This Guide pertains to the following Arkansas Leader Excellence and Development System (LEADS). Beginning in the 2019-2020 school year, LEADS and the new Professional Standards for Educational Leaders (PSEL) evaluation standards alignment will be implemented.

Click on the link below to access the Arkansas Leadership Excellence and Development System (LEADS) Rubric specific to your job description.

Principal Rubric

Assistant Principal Rubric

Building/District Leaders' Rubric

### How to Navigate the Survive and Thrive Guide

- If you are a Building Level Administrator:
  - Read the *Survive and Thrive Resource Guide for Building Level Administrators* (directly below)
  - Read/Review the ongoing tasks
  - Read/Review the first and second semester charts
  - The left side of the chart is meant for Elementary/Middle School Administrators; the right side of the chart is meant for Secondary Administrators
- If you are a Curriculum Program Administrator:
  - Scroll down the page until you find *Survive and Thrive Resource Guide for Curriculum Program Administrators*
  - Read/Review the ongoing tasks
  - Read/Review the first and second semester charts
- All Administrators
  - After you have read/reviewed the charts, scroll down to the section *Leadership Starts with Relationships* and read the information
  - Read *Concluding Words*
  - Read *More Resources*

## Getting Started

As an administrator, you need to have a clear understanding of expectations from your direct supervisor. Meet with your supervisor to discuss his or her expectations of your role. This will give you guidance as you set goals for the school year.

The first day on the job, you need to arrange your office in a manner which fits your style of work. Introduce yourself to staff members who are on duty. Begin organizing files in a way to fit your needs. If you are the principal, meet with your office staff to review expectations and their job responsibilities. Listen to recommendations for changes. Some items to be discussed with the office staff are: how phone calls will be addressed, how difficult situations will be handled, the importance of confidentiality, and presenting a positive first impression of the school and district. Meet with your administrative assistant to establish expectations.

There are many responsibilities of a school administrator. An administrator is responsible for many managerial duties in addition to being the instructional leader. It is necessary to delegate some duties in order to spend time where needed to help teachers improve student achievement. Below is a timeline of tasks which must be considered. There are two tables consisting of a timeline; one for building level administrators and one for curriculum program administrators. The tables are separated by semesters.

### Survive and Thrive Guide for Building Level Administrators

The first list includes tasks which should be on-going throughout the school year. The first on-going item listed is to check Commissioner's Memos. These memos are distributed by the ADE and contain updated information about new state education laws, changes to laws, rules, and procedures. A very important part of being an administrator is keeping up with new laws, programs, procedures, and rules. It is important you continuously check the website for Commissioner's Memos. If you are a member of the Arkansas Association of Educational Administrators, you may receive an email each day with the new Commissioner Memos listed.

The second task on the list is regularly checking your education cooperative website. It is important that you become familiar with your cooperative's personnel and the resources which are provided. Some education cooperatives may also have information about new Commissioner Memos.

## Ongoing Tasks



[Check Commissioner's Memos](#)



[Check your school district's education cooperative website for up-coming meetings and professional development opportunities](#)



Attend school board meetings



Facilitate staff meetings



Meet with building leadership team and administrative team



[Check the Arkansas Educational Administrator's website for upcoming conferences](#)

## First Semester

*The following is a guide for first semester to assist you in planning and preparing for your first few months of administration, July through December. **The timeline may vary due to the individual school or district.***

| Month       | Elementary/Middle School Administrators   | Secondary Administrators  |
|-------------|---|---|
| <b>July</b> | <p>Review new educational laws and rules</p> <p>Get to know your PTA or PTO board and make plans for the new year</p> <p>Meet with custodians about summer cleaning</p> <p>Attend on-going professional development</p> <p>Attend district/campus administrative meetings</p> <p><a href="#">Review student handbook for changes</a></p> <p><a href="#">Review Crisis Management Plan for revisions</a></p> <p>Make sure all supplies have been ordered</p> | <p>Review new educational laws and rules</p> <p>Get to know your PTA or PTO board and make plans for the new year</p> <p>Meet with custodians about summer cleaning</p> <p>Attend on-going professional development</p> <p>Attend district/campus administrative meetings</p> <p><a href="#">Review student handbook for changes</a></p> <p><a href="#">Review Crisis Management Plan for revisions</a></p> <p>Make sure all supplies have been ordered</p> |

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| <p><b>July</b></p>   | <p>Complete master schedule</p> <ul style="list-style-type: none"> <li>• <a href="#">Statewide Information System</a></li> </ul> <p>Make sure registration is ready for students</p> <p><a href="#">Begin developing your Professional Growth Plan (PGP)</a></p> <p><a href="#">Begin preparation for standards of accreditation review (if year of scheduled review)</a></p> <p><a href="#">Send back-to-school welcome letter/newsletter to staff</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Tips for Opening Day</a></li> </ul> | <p>Complete master schedule</p> <ul style="list-style-type: none"> <li>• <a href="#">Statewide Information System</a></li> </ul> <p>Make sure registration is ready for students</p> <p>Check training status of Pre-AP/AP teachers</p> <p><a href="#">Begin developing your Professional Growth Plan (PGP)</a></p> <p><a href="#">Begin preparation for standards of accreditation review (if year of scheduled review)</a></p> <p><a href="#">Send back-to-school welcome letter/newsletter to staff</a></p> <p><a href="#">Tips for Opening Day</a></p> |
| <p><b>August</b></p> | <p><a href="#">Prepare for the first day of school</a></p> <p>Review teacher evaluation procedure with staff (Required)</p> <p>Begin observations on Novice Teachers (optional)</p> <p>Novice Teachers begin developing PGPs; other teachers develop PGPs if not already done</p> <p>Divide staff evaluations among your assistants</p> <p>Decide process for monitoring lesson plans</p> <p><a href="#">Organize ACSIP committees</a></p> <p>Begin making staff duty schedules</p> <p>Meet with secretarial staff</p>                               | <p><a href="#">Prepare for the first day of school</a></p> <p>Review teacher evaluation procedure with staff (Required)</p> <p>Begin observations on Novice Teachers (optional)</p> <p>Novice Teachers begin developing PGPs; other teachers develop PGPs if not already done</p> <p>Divide staff evaluations among your assistants</p> <p>Decide process for monitoring lesson plans</p> <p><a href="#">Organize ACSIP committees</a></p> <p>Begin making staff duty schedules</p> <p>Meet with secretarial staff</p>                                     |

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| <p><b>August</b></p>    | <p>Meet with custodians to set expectations</p> <p>Check teacher counts</p> <p>Check classroom set-ups; does every room have the necessities and required postings (fire, tornado, earthquake)</p> <p><a href="#">Verify teaching assignments with licenses</a></p> <p>Review Crisis Management Plan with staff</p> <p>Collect required signed forms from parents (internet agreements, handbook)</p> <p>Distribute class lists and schedules</p> <p>Revise and communicate field trip policy</p> <p>Review dismissal procedures</p> <p><a href="#">Administer Kindergarten Screener Test</a></p> <p><a href="#">Establish tornado drill schedule</a></p> <p><a href="#">Establish fire drill schedule</a></p> <p>Don't forget the Arkansas Association of Educational Administrators (AAEA) Summer Conference</p> <p>Administer Kindergarten Screener Test</p> | <p>Meet with custodians to set expectations</p> <p>Distribute class lists and teacher schedules</p> <p>Plan/host student orientation</p> <p>Check classroom set-ups; does every room have the necessities and required postings (fire, tornado, earthquake)</p> <p><a href="#">Verify teaching assignments with licenses</a></p> <p>Check teacher class counts</p> <p>Review Crisis Management Plan with staff</p> <p>Review student handbook with students</p> <p>Collect required signed forms from students (internet agreement, handbook)</p> <p>Make duty schedule for administrators (fall sports)</p> <p>Develop student schedule change process</p> <p>Revise and communicate field trip policy</p> <p><a href="#">Establish tornado drill schedule</a></p> <p><a href="#">Establish fire drill schedule</a></p> <p>Don't forget the Arkansas Association of Educational Administrators (AAEA) Summer Conference</p> <p>Administer Kindergarten Screener Test</p> |
| <p><b>September</b></p> | <p>Review PGP with each teacher and plan needed professional development</p>  | <p>Review PGP with each teacher and plan needed professional development</p>  |

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| <b>September</b> | <a href="#">Set meeting days and times (PLCs, staff meetings)</a><br>Set date and send out progress reports<br>Don't forget AAEA conferences  | <a href="#">Set meeting days and times (PLCs, staff meetings)</a><br>Set date and send out progress reports<br>Plan homecoming activities<br>Don't forget AAEA conferences  |
| <b>October</b>   | Conduct observations<br>Prepare 1 <sup>st</sup> quarter grades<br>Host parent/teacher conferences<br>Review conference protocol with teachers<br>Distribute report cards<br>Prepare honor roll list<br>Give Report to Public (Required)<br><a href="#">Administer eye &amp; vision screenings</a> <ul style="list-style-type: none"> <li>Go to the topical index 'E' and refer to the Eye and Vision Screening Report (nurse)</li> </ul> <a href="#">Finalize ACSIP/Indistar</a><br>Attend AAEA Fall Conferences<br>Novice Teachers begin developing PGPs | Conduct observations<br>Prepare 1 <sup>st</sup> quarter grades<br>Distribute report cards<br>Host parent/teacher conferences<br>Review conference protocol with teachers<br>Begin planning semester exam schedule<br>Give Report to Public (Required)<br><a href="#">Finalize ACSIP/Indistar</a><br>Attend AAEA Fall Conferences<br>Novice Teachers begin developing PGPs |
| <b>November</b>  | Teachers finalize PGPs<br>Continue observations<br>Administer eye & vision screenings (nurse)<br>Attend AAEA conferences  | Teachers finalize PGPs<br>Continue observations<br>Publish semester exam schedule<br>Attend AAEA conferences  |

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| <b>November</b> | Begin searching for resources for PGP (may use the <a href="#">BloomBoard Collections</a> and <a href="#">AR IDEAS</a> )                         | Begin searching for resources for PGP (may use the <a href="#">BloomBoard Collections</a> and <a href="#">AR IDEAS</a> )  |
| <b>December</b> | Begin mid-year review of teacher PGPs<br>Prepare second quarter grades<br>Prepare honor roll list<br>Remind parents about any Christmas programs | Begin mid-year review of teacher PGPs<br>Administer semester exams<br>Prepare second quarter grades<br>Remind parents about any Christmas programs<br>Make duty schedule for administrators (spring sports) |

## Second Semester

*Continue using the guide during the second semester to assist you in planning and preparing January through June. **The timeline may vary due to the individual school or district.***

| Month          | Elementary/Middle School Administrators  | Secondary Administrators  |
|----------------|--|---|
| <b>January</b> | Complete mid-year reviews of teacher PGPs<br>Continue observations<br>Communicate with parents about possible retentions<br>Distribute report cards<br>Review your PGP for goal completion and adjustments<br>Access resources in the <a href="#">BloomBoard Collections</a> and <a href="#">AR IDEAS</a><br>Remind teachers to use resources in the <a href="#">BloomBoard Collections</a> and <a href="#">AR IDEAS</a> | Complete mid-year reviews of teacher PGPs<br>Continue observations<br>Counselors communicate with parents about status of student graduation credits<br>Distribute report cards<br>Review your PGP for goal completion and adjustments<br>Access resources in the <a href="#">BloomBoard Collections</a> and <a href="#">AR IDEAS</a> |



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| <b>January</b>  | <p>Meet with Curriculum Director to review Professional Development needs for next school year</p>  | <p>Remind teachers to use resources in the <a href="#">BloomBoard Collections</a> and <a href="#">AR IDEAS</a></p> <p>Meet with Curriculum Director to review Professional Development needs for next school year</p>   |
| <b>February</b> | <p>Continue observations</p> <p>Host parent/teacher conferences (communicate possible retentions)</p> <p>Begin preparing master schedule for next year</p> <p>Send out progress reports</p> <p>Remind teachers to use resources in the BloomBoard Collections and AR IDEAS</p> <p>Schedule grade level intervention team meetings</p>   | <p>Continue observations</p> <p>Host parent/teacher conferences (communicate status of graduation requirements)</p> <p>Begin preparing master schedule for next year</p> <p>Send out progress reports</p> <p>Remind teachers to use resources in the BloomBoard Collections and AR IDEAS</p> <p>Follow-up with teachers/instructional facilitators about student interventions</p>                          |
| <b>March</b>    | <p>Prepare 3<sup>rd</sup> quarter grades</p> <p>Prepare honor roll list</p> <p><a href="#">Prepare and administer State tests</a></p> <p><a href="#">Complete science alternate portfolios</a></p> <p>Prepare teacher supply orders for next year</p> <p>Upload artifacts for PGP in BloomBoard (administrators and teachers)</p> <p>Begin summative evaluation meetings for teachers in Summative Year</p> | <p>Prepare 3<sup>rd</sup> quarter grades</p> <p>Prepare honor roll list</p> <p><a href="#">Prepare and administer State tests</a></p> <p><a href="#">Complete science alternate portfolios</a></p> <p>Prepare teacher supply orders for next year</p> <p>Upload artifacts for PGP in BloomBoard (administrators and teachers)</p> <p>Begin summative evaluation meetings for teachers in Summative Year</p> |
| <b>April</b>    | <p>Prepare and administrator state tests</p>  | <p>Prepare and administrator state tests</p>  |

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| <b>April</b> | <p>Continue summative evaluation meetings for teachers in Summative Year</p> <p>Iowa Tests<br/> <a href="http://www.arkansased.gov/divisions/learning-services/assessment/k-2-assessment">http://www.arkansased.gov/divisions/learning-services/assessment/k-2-assessment</a></p> <p><a href="#">Window for ACT Aspire Summative tests</a></p> <p>Send out progress reports</p> <p>Upload artifacts for PGP in BloomBoard (administrators and teachers)</p> | <p>Continue summative evaluation meetings for teachers in Summative Year</p> <p>Prepare and administer State tests</p> <p><a href="#">Window for ACT Aspire Summative tests</a></p> <p>Send out progress reports</p> <p>Upload artifacts for PGP in BloomBoard (administrators and teachers)</p>   |
| <b>May</b>   | <p>Prepare for end-of-year celebrations and/or graduations</p> <p>Complete summative evaluation meetings for teachers in Summative Year</p> <p>Prepare and administer state tests</p> <p>Prepare 4<sup>th</sup> quarter grades</p> <p>Prepare honor roll list</p> <p>Determine textbook/technology needs for next year</p> <p>Distribute end-of-year checklist to staff</p> <p>Distribute report cards</p>  | <p>Complete summative evaluation meetings for teachers in Summative Year</p> <p>Prepare and administer State tests</p> <p>Prepare/conduct graduation ceremonies</p> <p>Prepare end of year transcripts</p> <p>Prepare 4<sup>th</sup> quarter grades</p> <p>Determine textbook/technology needs for next year</p> <p>Distribute end-of-year checklist to staff</p> <p>Distribute report cards</p> |
| <b>June</b>  | <p>Prepare budget for next year</p> <p>Prepare instructional materials order</p> <p>Complete end-of-year reports (grades, discipline)</p> <p>Continue master schedule preparation</p> <p>Report needed building repairs to maintenance</p>  | <p>Prepare budget for next year</p> <p>Prepare instructional materials order</p> <p>Complete end-of-year reports (grades, discipline, transcripts)</p> <p>Continue master schedule preparation</p> <p>Report needed building repairs to maintenance</p>  |

## Next Steps...

### Building Level Administrator

- After you have read/reviewed the charts, scroll down to the section *Leadership Starts with Relationships* and read the information provided
- Read *Concluding Words*
- Review *More Resources*

## Survive and Thrive Guide for Curriculum Program Administrators

There are many responsibilities of a curriculum program administrator. Job descriptions vary from district to district, and the size of the district may affect the responsibilities of the position. The timeline below is a guide for you to use as a resource. Everything on the list may not apply to your particular position. If you begin your position before July 1, you may want to begin by reviewing the month of June on the guideline. The first list includes tasks which should be on-going throughout the school year. The first on-going item listed is to check Commissioner's Memos. These memos contain updated information about new state education laws, changes to laws, rules, and procedures. If you are a member of the Arkansas Association of Educational Administrators, you may receive an email each day with new Commissioner Memos listed.

## Ongoing Tasks



[Check Commissioner's Memos on the ADE website](#)



[Check your school district's education cooperative website for up-coming meetings and professional development opportunities](#)



Conduct meetings with instructional facilitators (recommended bi-monthly or monthly)



Conduct administrator PLCs



Attend school board meetings



Provide modeling and instructional support for teachers, instructional facilitators, and instructional leaders

- ☒ Serve on building level intervention team as part of the response to intervention (RTI) process
- ☒ Facilitate, coordinate, and/or lead professional development (PD) activities
- ☒ Oversee curriculum pacing work of grade level teams
- ☒ Attend Gifted and talented (GT) meetings at education cooperative
- ☒ Collect GT documentation from teachers
- ☒ Monitor special education (SPED) documentation

## First Semester

*The following is a guide for first semester to assist you in planning and preparing for your first few months of administration, July through December. **The timeline may vary due to the individual school or district.***

| Month         | Curriculum Program Administrators  |
|---------------|--|
| <b>July</b>   | <p>Use data to write your PGP using LEADS</p> <p>Check training status of Pre-AP/AP teachers</p> <p><a href="#">Order instructional materials and supplies</a></p> <p><a href="#">Disaggregate student achievement data</a></p> <p><a href="#">Assist with district ACSIP/Indistar (Evaluate previous year success indicators, plan and revise)</a></p> <p>Assist with new teacher orientation</p> <p><a href="#">Oversee/plan, attend district Professional Development (PD)</a></p> <p>Conduct district/campus administrative meetings</p> <p>Due July 18 for services provided through June 30; <a href="#">Enter Extended School Year Payment Request data into My Sped Resource portal on ADE website</a></p> |
| <b>August</b> | <p>Meet with superintendent to discuss your PGP (LEADS)</p>  |

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| <p><b>August</b></p>    | <p><u>Prepare instructional materials such as curriculum guides for all new instructional staff</u></p> <p>Assist with district wide back to school PD</p> <p><u>Meet with assessment coordinator to create district testing calendar for all teachers and staff members</u> and post on district calendar</p> <p>Share district budget amounts for campus use</p> <p><u>Assist campus ACSIP teams allocate categorical and federal funds</u></p> <p><u>Assist campus ACSIP teams analyze data for priorities and actions</u></p> <p>Conduct district/campus administrative meetings</p> <p>Meet with instructional Facilitators</p> <p>Review and update student files – Special Education (SPED) and Gifted and Talented (GT)</p> <p>Meet with teachers explaining SPED and GT documentation process.<br/><a href="https://arksped.k12.ar.us/documents/paperwork-reduction/sped-process-guide_new.pdf">https://arksped.k12.ar.us/documents/paperwork-reduction/sped-process-guide_new.pdf</a></p> <p><u>GT Monitoring Guide</u> (go to GT Technical Assistance Guide)</p> <p>Test referred students for SPED and GT (testing is ongoing throughout the year)</p> <p>Check new students for placement</p> <p>Attend AAEA Summer Conference</p> |
| <p><b>September</b></p> | <p><u>Review beginning of the year data and write smart goals with administrative PLC (this helps with LEADS)</u></p> <p><u>Oversee/assist with Intensive Reading Intervention Plans (IRIS)</u></p> <p><u>Assist with beginning of the year assessments (DIBELS, MAP testing, etc.)</u></p> <p>Set date in early September for all campus ACSIP plans to be sent to district level administrator for final district level balancing of funds</p> <p>Set dates in early September to hold campus peer reviews for approval of ACSIP plans</p>  |

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| <p><b>September</b></p> | <p><a href="#">Assist with Elementary Secondary Education Act (ESEA) data corrections</a></p> <p><a href="#">Complete GT program approval application (Look under related links for tutorial)</a></p> <p>Notify parents of GT identification status</p> <p>File all attendance records of GT summer staff development</p> <p>Form GT Identification Committee and set meeting date</p> <p>Form GT parent advisory council and set fall meeting</p> <p>Update program handbooks</p> <p>Prepare GT report to the public</p> <p>Organize/oversee filed trips including transportation</p> <p>Finalize student schedule for GT participation</p> <p>Verify and correct data submitted in Cycle VII report in June using MySPED Resources</p> <p>Submit Part 2 of ESY request (SPED) <a href="http://www.arkansased.gov/divisions/learning-services/special-education/funding-finance">http://www.arkansased.gov/divisions/learning-services/special-education/funding-finance</a></p> <p>Don't forget AAEA Conferences</p> |
| <p><b>October</b></p>   | <p>Finalize PGP (LEADS)</p> <p>Submit ADE General Descriptions (AE, ELL, NSLA, and PD) for review by October 1</p> <p>Title I evaluation rubric due October 1</p> <p><a href="#">GT application due October 15</a></p> <p><a href="#">Annual equity report due October 15</a></p> <p>From October 1-15 review SPED modules for subset count of district wide enrollment data in Cycle II</p> <p>Attend ADE SPED supervisory meeting (sometimes held in late September)</p> <p><a href="#">Submit SPED and Annual Financial Reports by October 1</a></p>  |

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| <b>October</b>  | <p>Submit SPED Juvenile Detention Reimbursement for first quarter by October 10 (if school district has a detention center with attendance boundaries)</p> <p>Review ADE report on training records for pre-advanced placement (AP) and AP teachers</p> <p>Develop a schedule to revise policies based on Arkansas School Board Association (ASBA) recommendations</p> <ul style="list-style-type: none"> <li>• <a href="#">Go to Services</a></li> <li>• <a href="#">Go to Model Policies</a></li> </ul> <p>Review PD records of all staff</p> <p>Begin planning district/campus professional development (PD) for the upcoming year</p> <ul style="list-style-type: none"> <li>• Surveys</li> <li>• Review pacing guides</li> <li>• Discuss teacher needs with administrators</li> <li>• TESS PGPs</li> </ul> |
| <b>November</b> | <p>Continue planning for district/campus PD for upcoming year</p> <p>Title I Comparability Report due November 1</p> <p>Submit SPED Residential Placement Reimbursement for first quarter due November 17 (if district has facility within attendance boundaries)</p> <p>Begin work on policy revisions</p> <p>Don't forget AAEA conferences</p> <p><a href="#">Meet with assessment coordinator and review mid-year testing schedule</a></p> <p><a href="#">Encourage 11<sup>th</sup> grade students to apply for Arkansas Governor's School</a></p> <p><a href="#">Register Pre-AP and AP teachers needing summer training</a></p> <p>Register for AGATE Spring Conference</p> <p>Begin searching for resources for PGP in the <a href="#">BloomBoard Collections</a> and <a href="#">AR IDEAS</a></p>        |
| <b>December</b> | <p>Review curriculum with grade level/content PLCs and revise as needed</p>   |

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| <p><b>December</b></p> | <p>Try to have a comprehensive district/campus PD for the upcoming year</p> <p>Assist with mid-year assessments (DIBELS, MAP testing, etc.)</p> <p>Prepare policy revisions</p> <ul style="list-style-type: none"> <li>• Have one or more sections ready for board approval starting in January</li> <li>• Suggestion: Take only one (1) or (2) policy sections per month for the board to approve</li> <li>• Suggestion: Spread out over the spring semester so board members have time to review each section without becoming overwhelmed and to prevent lengthy board meetings</li> </ul> <p>Student applications for Arkansas Governor's School due in January</p> <p>Submit district/school Success Indicators in Indistar; preliminary submission due December 1</p> <p><a href="#">Verify all AP courses being offered are included in the College Board Course Ledger</a></p> <p><a href="#">Submit SPED Cycle IV December 1-15 (child count)</a></p> <p>The data set includes special education child count and all special education employees</p> |
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| <p><b>Second Semester</b></p> <p><i>Continue using the guide during the second semester to assist you in planning and preparing January through June. <b>The timeline may vary due to the individual school or district.</b></i></p> |  |
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| <p><b>Month</b></p>  | <p><b>Curriculum Program Administrators</b></p>  |
| <p><b>January</b></p>  | <p>Upload into Indistar Title I gross payroll and year to date expenditures</p> <p>Have Mid-year PGP meeting with Superintendent (LEADS)</p> |



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| <p><b>January</b></p>  | <p>Review smart goals with administrative PLC and revise school improvement plan as needed (this helps with LEADS)</p> <p>Facilitate mid-year data review</p> <p>Conduct mid-year data review</p> <p>Conduct mid-year PD review of all certified staff</p> <p>Complete district/campus level PD</p> <p>Share PD district/campus plans with campus administrators for approval</p> <p>Board approval of one, or two policy sections</p> <p>Remind campus administrators about funding</p> <ul style="list-style-type: none"> <li>• What funds have been expended?</li> <li>• What funds are still available?</li> </ul> <p>Deadline for teachers to submit a syllabus for approval from College Board is January 31</p> <p>Collect data on new student GT referrals</p> <p>Verify and correct data submitted in SPED Cycle IV from January 1-30 using MySPED resources</p> <p>Submit SPED Juvenile Detention Reimbursement for second quarter by January 17 (If school district had detention center with attendance boundaries)</p> <p>Submit SPED and Residential Placement Reimbursement for second quarter by January 26 (if district has facility within attendance boundaries)</p> <p>Review your PGP for goal completion and adjustments</p> <p>Meet with Instructional Facilitators to review their PGPs</p> <p>Remind Instructional Facilitators to access resources in <a href="#">BloomBoard</a> and <a href="#">AR IDEAS</a> for PGP</p> |
| <p><b>February</b></p> | <p>Prepare recruitment materials for an open instructional positions in the district</p> <p>Share PD schedules with all district staff</p>  |

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| <b>February</b> | <p>Ensure each campus level administrator schedules time in February to meet and approve each staff member's PD for the upcoming year</p> <p>Board approval of one or two policy sections</p> <p>Review all GT plans/policies for possible changes</p> <p>Submit names of students who will be claimed for catastrophic reimbursement on the registry portal in My SPED Resources<br/> <a href="http://www.arkansased.gov/divisions/learning-services/special-education/funding-finance/catastrophic-occurrences">http://www.arkansased.gov/divisions/learning-services/special-education/funding-finance/catastrophic-occurrences</a></p> <p>Don't forget the Arkansas for Gifted and Talented Education (AGATE) spring conference</p> <p>Use resources in the <a href="#">BloomBoard Collections</a> and <a href="#">AR IDEAS</a> for PGP</p> <p>Meet with principals to review professional development plan for the next school year and make any changes</p> <p>Remind Instructional Facilitators to use resources in BloomBoard collections and AR IDEAS</p>   |
| <b>March</b>    | <p>Assist with state assessments as needed</p> <p>Coordinate summer PD calendar between schools, district, and local education cooperative</p> <p>Alternate Learning Environment (ALE) program description due March 31</p> <p>Review categorical, title and district budgets for any revisions needed</p> <p>Review ACSIP for any needed revisions; submit district/school Success Indicators for end of year (due March 30) <a href="#">Make ACSIP amendments and adjustments</a></p> <p>Board approval of one or two policy sections</p> <p>Remind principals to begin on course approvals if adding new courses<br/> <a href="http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/course-approvals">http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/course-approvals</a></p> <p>Alternate SPED assessments should be completed within timeframe state on the ADE Assessment Webpage<br/> <a href="http://www.arkansased.gov/divisions/learning-services/assessment/assessments-for-students-with-disabilities">http://www.arkansased.gov/divisions/learning-services/assessment/assessments-for-students-with-disabilities</a></p> |

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| <b>March</b> | <p>Upload artifacts for PGP in BloomBoard <a href="https://bloomboard.com/">https://bloomboard.com/</a></p>   |
| <b>April</b> | <p>Assist with state assessments as needed</p> <p><a href="#">Schedule AP testing</a></p> <p>Board approval of one or two policy sections</p> <p>Evaluate district initiatives and programs and prepare any needed surveys of parents, students, and staff</p> <p>Prepare any course approvals needed for junior and high school</p> <ul style="list-style-type: none"> <li>• Time needed for this depends on which frameworks/standards have been revised</li> <li>• This task is often overlooked but critically impacts student credits</li> <li>• <a href="#">Guidelines</a></li> </ul> <p>Prepare materials for FGT referrals to vie to teachers and parents</p> <p>Submit third quarter SPED Juvenile Detention Reimbursement for third quarter April 10<sup>th</sup> (if school district has a detention center within attendance boundaries) and Residential Placement Reimbursement April 26<sup>th</sup> (if district ha facility within attendance boundaries)</p> <p>Submit all documentation for catastrophic reimbursement (It is recommended IEPs are sent well in advance to the ADE via UPS or hand delivered)</p> <p>Don't forget the AACIA spring conference</p> <p>Upload artifacts for PGP in Ed Reflect <a href="https://edreflect.com/users/login">https://edreflect.com/users/login</a></p> |
| <b>April</b> | <p>Course approvals due May 1</p> <p>File ACSIP amendment and adjustments by May 1</p> <p>Assist with state assessments as needed</p> <p>Ensure all campus administrators have checked each staff member's PD for current year</p>  |

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| <p><b>May</b></p>  | <p>Collect end of year data</p> <p><u><a href="#">Conduct any needed surveys of parents, students, and staff</a></u></p> <p>Board approval of one or two policy sections (if still needed)</p> <ul style="list-style-type: none"> <li>• Should have all policies revised before May if possible</li> <li>• Policies are part of teacher contract</li> </ul> <p>Complete GT and SPED annual student reviews (Check with district to see when these are done; not limited only to May)</p> <p>Begin process of identifying SPED and GT students for next year (this is ongoing)</p> <p><u><a href="#">Assist with AP testing</a></u></p> <p>Analyze and summarize program evaluation results</p> <p><u><a href="#">Remind teachers of training needed for AP certification</a></u></p>   |
| <p><b>June</b></p> | <p>Submit June 1 SPED Title VIB application in Indistar</p> <p>Submit final revisions of state categorical (PD, AE, NSLA, ELL)</p> <p>Complete purchases for budgets to end fiscal year</p> <p>If funds are left over, be sure budget meets the requirements for carryover</p> <p>Develop district level draft budgets (NSLA, PD, Title, ELL, Alternative Education, Textbook)</p> <p>Oversee professional development going on within the district</p> <p>Submit ALE Annual Report in Cycle VII by June 15</p> <p>Submit fourth quarter SPED Juvenile Detention Reimbursement by June 12 and Residential Placement Reimbursement by June 8 (if school district has facilities within attendance boundaries)</p> <p>Submit Cycle VI from June 1-15; data includes early childhood and school age SPED referrals and exits; early childhood outcomes; coordinated early intervening services, discipline</p> <p><u><a href="http://www.arkansased.gov/divisions/learning-services/special-education">http://www.arkansased.gov/divisions/learning-services/special-education</a></u></p> <p>Disaggregate end of year data and surveys with instructional facilitators, instructional leaders, lead teachers, etc.</p> |

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| <p><b>June</b></p> | <p>Review smart goals, plan celebrations and prepare to revise school improvement plans based on data</p> <p>Utilize data to evaluate curriculum and revise as needed</p> <p>Prepare orders for instructional materials (ordered after July 1)</p> <p>Submit SPED Family Surveys (Survey found on MySPED Resource); this is ongoing</p> <p>Don't forget the Arkansas Association of Special Education Administrators (AASEA) Conference</p> <p>Don't forget the Arkansas Association for Supervision and Curriculum Development (AASCD) Conference</p> <p>Begin preparing PGPs for next year</p> |
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### Next Steps...

#### Curriculum Program Administrators

- After you have read/reviewed the charts, read below, *Leadership Starts with Relationships*
- Read *Concluding Words*
- Review *More Resources*

### Leadership Starts with Relationships

As an administrator, you will have many, many, responsibilities. You must lead and manage. Never forget the importance of relationships. Remember, you will not know everything all of the time. When someone asks you a question and you do not know the answer, it is ok to reply, "I don't know but I will get back with you". Be sure and get back with the person in a timely manner. Below are critical aspects of relationships with the different groups of people in which you will be working.

### Teachers and Instructional Facilitators

- Always be professional and in control
- Communicate high expectations
- Be fair and ethical
- Be accessible
- [Create teacher leaders; http://opportunityculture.org/](http://opportunityculture.org/)
- Celebrate accomplishments

### Students

- Be ethical, professional, and in control
- Set high expectations
- Be visible and approachable
- When dealing with discipline, be firm, fair, and consistent
- Make student achievement your top priority

### Parents

- Be accessible
- Be ethical, professional, and in control
- Tell the truth but be tactful
- Make positive comments about a child when given the opportunity
- [Utilize parents to assist with activities](#)

### Community

- Be ethical and professional
- Know your community
- Let the community know you
- [Communicate your vision and embrace it](#)
- [Use community resources](#)

### Support Staff

- Get to know your secretaries, custodians, cafeteria workers, and maintenance workers
- Communicate expectations
- Show your appreciation

### Superintendent

- Know his/her expectations
- Keep him/her informed but don't over inform
- If you don't know, ask

## Concluding Words

This Survive and Thrive Guide is only a resource to help you get started. As a leader, you must continue to learn. Your staff, students, parents, and community members will

look to you as the expert. When you don't know, don't be afraid to ask questions. No one has all of the answers. Seek advice from those who have walked the path before you. You will be a more effective leader if you understand the expectations of the job. Be a good listener! You can learn from teachers, parents, and students. Be open to suggestions and confident to make changes when necessary.

You will face many challenges and encounter difficult situations. When you are feeling beat down, take time for yourself to rest and rejuvenate your mind. In the midst of it all, keep your sense of humor and don't be afraid to laugh. Always celebrate the victories with the students, staff, and parents. Remember, you will influence someone every day. Make it a positive influence. Have a great year!

### **More Resources**

These are additional resources which may be of value to you as an administrator.

[Arkansas Department of Education Website](#)

[Every Student Succeeds Act \(ESSA\)](#)

[TESS Rules](#)

[TESS Supporting Documents](#)

[TESS for Specialty Areas](#)

[Leader Excellence and Development System \(LEADS\) Forms](#)

[LEADS Professional Growth Plan \(PGP\)](#)

[Professional Development FAQs](#)

[Professional Development Rules](#)

[AR IDEAS Portal](#)

[Scheduled Professional Development K-12](#)

[Arkansas Educator Licensure System](#)

[Arkansas Special Education](#)

[Arkansas Gifted and Talented and Advanced Placement](#)

[Arkansas Curriculum and Instruction](#)

[Arkansas Curriculum Frameworks](#)

[Educators Rising](#)

[The Principal Center](#)

[The Professional Standards for Educational Leaders \(PSEL\)](#)